Redesign Plan

Belding Middle School

Belding Area School District

Mr. Joel Olson, Principal
410 Ionia St
Belding, MI 48809-1759

TABLE OF CONTENTS

Executive Summary

Priority School Assurances

Operational Flexibility Assurance

Transformation Redesign Diagnostic

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Belding Middle School is a rural school in Ionia County.

Student Demographics:

For the 2014-2015 school year, the estimated enrollment as of September 8, 2014 includes 469 students, a decline from last spring.

Males= 250

Females= 219

Poverty Rate= 61.1%

Special Education= 97

Ethnicities= 5665

Multi-Racial = 5

Staff Demographics:

For the 2014-2015 school year there are:

Full time teaching staff: 25

Shared staff with High School: 1

Secretaries: 2

Administrators: 2

Paraprofessionals: 3

ISD paraprofessional staff: 2

Speech Pathologist: 1 shared with the HS

Social Worker:-1 shared with the HS

School Counselor: 1

School Psychologist: 1 shared (20% at BMS)

Community Demographics:

Population= 5800

Average Income= 34,700

High School Diploma= 80.8%

Bachelor's Degree or Higher= 9.9%

Poverty= 24.3%

Biggest Businesses: Mueller Brass and Belding Area Schools

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Belding Middle School Mission Statement: An engaged staff + a supportive community = successful students.

Belding Middle School Vision Statement: Commit minds to inquiry, hearts to compassion, and lives to the service of humanity.

Belding Middle School Belief Statements: We Believe:

1. In a well-rounded curriculum that develops real-life skills and recognizes all students' diverse talents.

2. All students can learn and grow academically, socially, and emotionally.

3. In cultivating an environment where students feel trusted, supported, and have a sense of belonging.

4. In a staff that is committed to continued learning that enhances the academic success of all students.

5. Parent and community partnerships are valued and vital to student learning.

The school embodies its purpose through a full offering of core academic classes for all students as well as varied encore (P.E., Health, Technology, Art, Music) offerings. The students are required to take all four core classes each year and are able to take between 4-6 encore classes throughout each year.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

1. Reading Results were 11.70% above the annual state proficiency target for BMS.

2. Math Results were 7.74% above the annual state proficiency target for BMS.

3. Science Results were 3.4% above the annual state proficiency target for BMS.

4. Writing Results were 7.08% above the annual state proficiency target for BMS.

5. Social Studies Results met the annual state proficiency target for BMS.

6. Four Early Release Days were scheduled in 2013-2014 to provide staff time to analyze and reflect on quarterly local data and plan instruction around the needs identified. In 2014-2015, the district plans to offer additional early release days to provide more staff collaboration time for data analysis and instructional planning.

7. Four staff days with substitutes were provided to all staff that needed and wanted to review and revise curriculum documents in the 2013-2014 school year. The District is providing days for this continued effort in the 2014-2015 school year. Staff in the ELA and Math departments have also been offered the opportunity to participate in a 3 year curriculum initiative led by the Ionia County ISD. This will also continue for the 2014-2015 school year. The district is also building a K-12 on-line curriculum website.

8. In 2013-2014, staff were provided PD from a national presenter on how to build a positive learning culture with skilled teachers that have the will to lead. Staff have been provided books that support the "how to's". For the 2014-2015 school year, it was requested in a staff survey that the presenter be brought back. The district is arranging for the presenter to be on-site in buildings working with staff again this year in order to improve building cultures.

9. In the 2013-2014 school year, staff were provided PD on how to transition to a Co-Teaching Model for students with disabilities. This initiative will continue in the 2014-2015 school year.

10. The district passed a $38 million dollar bond that included providing 1:1 technology devices to all staff and also students in grades 6-12. K-5 buildings have devices on classroom carts to share. All buildings have technology labs and classroom technology to engage students in the learning process.

11. In 2012-2013, the district allocated resources for an intervention program in Math and ELA at the Middle School, as well as offering Summer School to identified students. Both of these initiatives have been a part of the MTSS and will continue to be refined in the 2014-2015 school year.

12. In 2013-2014 had improved vertical alignment between the high school and middle school ELA teams. MS added advanced ELA and Math courses for students.

13. After school study hall is offered for all students with transportation for several years.

14. Extracurricular activities promote parent involvement.

15. HOPS Sports through the Fuel Up to Play was awarded to the MS.

Areas for Improvement:

1. Priority School Status of the 4th percentile. Student achievement must go up.

2. Staff morale must go up.

3. Time for more staff collaboration must be added.

4. Curricular materials must be aligned and added as identified by staff.

5. Staff must receive on-going PD for strategies identified that will raise student achievement.

6. Systematic approach to designing a Multi-tiered System of Support and Response to Interventions

7. Student Expectations for Career and College Readiness

8. Family and Community Partnerships

9. Vertical Alignment of Curriculum in all Core Areas

10. Implementation of more extra-curricular activities.

11. Continue and improve co-teaching training.

12. More positive behavior supports at the MS.

13. Opportunities for grant writing to bring additional funds into the district.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Community and parent partnerships will be an integral part of the reform and redesign plan for Belding Middle School.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	We use a modified version of Charlotte Danielson's evaluation model, with an added student growth piece, additional professional development piece, and service to the profession piece.	Belding Area Schools Teacher Evaluation Document 2014-2015

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	The district uses a modified version of the Michigan Association of School Boards Superintendent evaluation tool to evaluate building administrators. The evaluation used includes student growth measures, as well as indicators in the following areas: 1. Relationship with the Superintendent 2. Community Relations 3. Staff Relations 4. Educational Leadership 5. Personal Qualities 6. Evaluation 7. Progress towards the school improvement goals 8. Attendance 9. Stakeholder Feedback	Belding Area Schools Principal Evaluation 2014-2015

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 204.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	Executed Addendum is uploaded in the next question.	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	Yes	Attached and Signed by the Superintendent and the BEA President.	Belding Middle School Executed Addendum 2014-2015

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	We did the Executed Addendum on September 15, 2014.	

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		2014-2015 BMS Signature Page

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Julie Milewski, Ionia County ISD General Education Consultant, jamilewski@ioniaisd.org

Sara Shriver, Superintendent, shrivers@bas-k12.org

Joel Olson, Belding Middle School Principal, olsonj@bas-k12.org

Rick Mason, Belding Middle School Assistant Principal, masonr@bas-k12.org

Sarah Rockburn, Belding Middle School, School Improvement Co-Chair/Math, rockburs@bas-k12.org

Martin Tripp, Belding Middle School, School Improvement Co-Chair, trippm@bas-k12.org

Emily McKenna, Belding Middle School, Science, BEA President, mckennae@bas-k12.org

Joe Wood, Belding Middle School Science/Social Studies, woodj@bas-k12.org

Lori Johnston, Belding Middle School Science/Social Studies, johnstol@bas-k12.org

Dana Boyd, Belding Middle School Science, boydd@bas-k12.org

Mariterese Jenkins, Belding Middle School Science/Math, jenkinsm@bas-k12.org

Amy Goerner, Belding Middle School, Math Chair/Teacher, goernera@bas-k12.org

Evon Peters, Belding Middle School Math, peterse@bas-k12.org

Heidi Armock, Belding Middle School Math/ELA, armockh@bas-k12.org

Rachel Kenney, Belding Middle School, Social Studies Chair/Teacher, kenneyr@bas-k12.org

April Chernoby, Belding Middle School Social Studies, chernoba@bas-k12.org

Chris Shindorf, Belding Middle School Social Studies, shindorc@bas-k12.org

Jodi Edwards, Belding Middle School ELA Chair/Teacher, edwardsj@bas-k12.org

Shannon Rousseau, Belding Middle School ELA, rousseas@bas-k12.org

Carla Krieger, Belding Middle School ELA, kriegerc@bas-k12.org

Diane Kuhn, Belding Middle School ELA/Technology, kuhnd@bas-k12.org

Michelle Chrisman, Belding Middle School Sp Ed Dept. Chair, chrismam@bas-k12.org

Kim Walsh, Belding Middle School Sp Ed, walshk@bas-k12.org

Molly Ward, Belding Middle School Sp Ed, wardm@bas-k12.org

John Carlson, Belding Middle School Spanish, carlsonj@bas-k12.org

Andy Feuerstein, Belding Middle/High School, Belding Middle School Spanish, feuersta@bas-k12.org

Tim Patrick, Belding Middle School Art/Technology, patrickt@bas-k12.org

George Rousseau, Belding Middle School Music, rousseag@bas-k12.org

Lisa Redder, Belding Middle School PE, redderl@bas-k12.org

Jennifer DiSpirito, Belding Middle School PE/Health, dispirij@bas-k12.org

Gay Carozza, Belding Middle School S/L, carozzag@bas-k12.org

Deb Wright, Belding Middle School Counselor, wright@bas-k12.org

Amy Austof, Belding Middle School Social Worker, austofa@bas-k12.org

Laura O'Connor, Belding Middle School Parent Rep, locoranch12@gmail.com

Brett Zuver, Belding High School Principal, zuverb@bas-k12.org

Michael Ostrander, Belding High School ELA/History, ostrandm@bas-k12.org

Aimee Holt, Belding High School ELA, holta@bas-k12.org

Rob Gasper, Belding High School Sp Ed, gasper@bas-k12.org

Carrie Kunkle, Belding High School Science, kunklec@bas-k12.org

Tim Sebald, Belding High School Alternative Ed, sebaldt@bas-k12.org

Shannon Nevills, Belding High School Sp Ed Dept. Chair, nevillss@bas-k12.org

Peg Berg, Belding High School ELA, bergm@bas-k12.org

Alisha Hummel, Belding High School, Science, hummela@bas-k12.org

Jeff Moore, Belding High School, Counselor/SI Chair, moorej@bas-k12.org

Lauren Wolever, Belding High School, Student Representative, wolevlau000@beldingschools.org

Bruce Cook, Woodview Elementary Principal, cookb@bas-k12.org

Leanne Feuerstein, Woodview Elementary SI Chair, feuerstl@bas-k12.org

Melanie May, Woodview Elementary SI Chair, maym@bas-k12.org

Shannon Ferman, Woodview Elementary Paraprofessional/Parent Rep, fermans@bas-k12.org

Sandra Scheid, Elementary Parent/PTO President, dirtydirt45@yahoo.com

Tiffany Jackson, Ellis Elementary Principal, jacksont@bas-k12.org

Patti Kjolhede, Ellis Interventionist, kjolhedp@bas-k12.org

Angie Christians, Ellis SI Chair, christia@bas-k12.org

Cory Haeberle, Ellis SI Chair, haeberlc@bas-k12.org

Todd Roy, Ellis Parent Representative, Todd.Roy@pharma.com

Tom Humphreys, School Board President, Board Work Session 11-4-2014, humphrt@bas-k12.org

Tim Flynn, School Board Vice President, Board Work Session 11-4-2014, flynnt@bas-k12.org

Terry Boni, School Board Treasurer, Board Work Session 11-4-2014, bonit@bas-k12.org

Andrea Booker, School Board Secretary, Board Work Session, 11-4-2014, bookera@bas-k12.org

Cori Anderson, School Board Trustee, Board Work Session, 11-4-2014, andersc@bas-k12.org

Robert Insley, School Board Trustee, Board Work Session, 11-4-2014, insleyr@bas-k12.org

Scott McNeal, School Board Trustee, Board Work Session, 11-4-2014, mcneals@bas-k12.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

1. Building a Positive School Culture

At the Priority School technical assistance meetings, the Priority School Panel schools all indicated that the biggest change in their schools to raise student achievement was building a positive culture.

The district invited five schools that were either former Priority Schools or high performing "like schools" to come and speak to middle school and high school staff this fall. Each district honed in on the importance of having a positive climate for staff, students, and parents.

Dr. Anthony Muhammad's research in his book, The Will to Lead; The Skill to Teach (2012) also suggests that a positive culture is a key ingredient for developing high skill, high will teachers. Staff were surveyed for their desire to continue to learn strategies to build positive relations amongst all stakeholders.

Dr. Richard DuFour and Michael Fullan also share research in their book, Cultures Built to Last (2013), the imperative need for a positive working climate for all stakeholders and the importance of developing them through PLC"s to make meaningful changes.

2. Data Analysis and Reflection/Teacher Collaboration Time

At the Priority School technical assistance meetings, former Priority School panel members discussed the need to provide teachers time to collaborate and have professional dialogues regarding data, instruction, and assessments.

Dr. Anthony Muhammad's research also suggests that providing teachers time to collaborate is another key ingredient necessary for developing high skill, high will teachers.

Dr. Richard DuFour's research in his book, "On Common Ground; The Power of Professional Learning" (2005) he suggests that professional learning communities provide staff time to reflect on instructional and non-instructional building, district, and community needs.

3. Vertical Curriculum Alignment

At the Priority School Technical Assistance meetings, the former Priority School Panel members stressed the importance of having a horizontally and vertically aligned K-12 curriculum as a key component to raising their student achievement.

Research from Dr. Willard Daggett from the Center for Leadership in Education provides evidence-based information that having an articulated aligned curriculum as an essential component for improving student learning.

Research from Dr. Richard DuFour's book, "Whatever it Takes: Professional Learning Communities: How PLC Work When Kids Don't Respond" (2004) provides curricular recommendations for closing achievement gaps and the necessity for curriculums to have interventions for classroom teachers.

State what data were used to identify these ideas

Culture

1. 2014 staff survey results identified need to improve school culture across the district, not just at the middle school. During the transformational plan development process, staff identified the desire to continue the 2013-2014 Dr. Anthony Muhammad training on building a positive school climate, through the use of his book, The Will to Lead, the Skill to Teach.

Collaboration

2. School calendar shows there is not specific time carved out into the district calendar for staff collaboration for vertical and horizontal curriculum discussions. Low school achievement results themselves were also an indicator for the need to have time to analyze data and reflect collaboratively with colleagues to adjust instruction. Staff also shared a need for training on which data to analyze and how to use that data they are collecting to improve student achievement (September 13, 2014).

Curriculum

3. State (MEAP) and Local assessment (Discovery Education and Content Assessments) results have been used as a frame of reference for curriculum discussions and the need for horizontal and vertical alignment. Data Dialogue days in the fall of 2014 have also allowed staff to identify curricular gaps through vertical K-12 content discussions. Staff also shared their need for time to design rigorous curriculum documents in the 2014 staff survey.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.
Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.
Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Belding Area Schools does not intend to apply for a School Improvement Grant at this time.

1A.1 The Superintendent and Board of Education have chosen to retain the current principal through the design year (2014-2015) of the reform and redesign plan and the first year of implementation (2015-2016), as we feel he possesses the turnaround competencies needed to lead the school/students in making achievement gains.

1A.2 At the conclusion of the 2014-2015 school year, it is anticipated that the achievement results for Belding Middle School will show an increase based on the 2013-2014 "big ideas" this principal has already implemented. Being that 2014-2015 is the year for the new State assessment, the Board and Superintendent agree to retain the principal through for the additional year (2015-2016) to demonstrate the leadership competencies required for continued student achievement improvements.

1A.3 Competencies

Identify and Focus on Early Wins and Big Payoffs

The principal is working on identifying small successes on a daily and weekly basis and sharing those activities with the staff at monthly staff meetings. Staff have opportunities to share small successes along with the principals. Big Payoffs are shared with staff, students, parents, and the Board of Education through student assemblies, staff and parent newsletters, and Board reports.

Break Organizational Norms

The principal is working with the staff on creating a new set of organizational norms which are part of the systems change at the middle school. Organizational norms will include but are not limited to, norms for how to function during staff meetings, parent meetings, professional development meetings, and ways to handle challenges amongst each other, with students, and with families.

Act Quickly in a Fast Cycle

The principal has acted very quickly in working with the staff to prepare the reform and redesign plan. Although this is the planning year, the principal has helped to facilitate many building changes this year in an effort to see quick improvements in school systems and increased student achievement. These activities include but are not limited to, implementation of several professional development trainings and culture building programs such as test taking skills, literacy strategies in every classroom, Focused Model Coaches from CMU, WATCH D.O.G.S. program, hiring a behavioral specialist, providing K-12 curriculum alignment days, and changing the principal to staff communication style.

Collect and Analyze Data

The principal quickly hired a data coach this year to come in this year and teach staff how to find the data resources to analyze using both state and local data. The principal also assisted the teaching staff in developing a data protocol with expectations of what staff will do during

data dialogues including what data to use, what evidence to look for, and what process to use to determine what instructional strategies need to be continued, adjusted or no longer used. The staff have four early release days during the school year available to them to review local or state data to plan for instructional needs.

Galvanize Staff Around the Big Ideas

During the reform and redesign plan process, the principal spent every Monday with the middle school staff and staff from other buildings as well, to determine what the three big ideas needed to be for the plan. Through the collaborative process, the staff and building administrators agreed upon these three: Culture, Collaboration, and Curriculum. Every step of the reform and redesign planning aligns to one or more of these ideas.

1B.1 Determining Who Will Receive Support

During the reform and redesign planning process, the principal, assistant principal, and department level chairs will receive professional development on leadership skills. For example, the data coach was hired to lead staff through a data protocol, and these building leaders will be expected to lead and report on data dialogues, A curriculum consultant was hired to help department chairs through the curriculum alignment process to be replicated with all department staff, specialized professional development progress, and resources needed.

1B.2 In an effort to increase the leadership capacity for the principal, the district will provide the following:

a. Superintendent facilitating school improvement process and modeling best practices for organization, communication, and decision making processes with all stakeholders on a monthly basis to support implementation of teacher collaboration time.

b. Superintendent and building principal will develop a classroom observation schedule and jointly observe teachers and then meet after to discuss those observations and feedback for teachers. This will include review of teacher lesson plans together as well, prior to classroom observations.

c. Cognitive Coaching Training at the Gratiot Isabella RESD over a two year period (to support the "developing culture" big idea)

d. Curriculum Coach from Ionia County ISD (ISD curriculum coach to assist building leader with vertical alignment and she will provide supplemental services to allow the building principal to be in classrooms observing with the Superintendent)

e. MDE Monitor, LaWanna Shelton (MDE Monitor to provide support on leading priority school initiatives and be a resource through the planning process)

f. Kenowa Hills Public Schools has offered to provide their newly acquired turn-around specialist from Chicago to mentor the middle school principal. The principal will visit Kenowa Hills to observe the principal conducting instructional rounds and will also have time to solicit feedback on key concepts to raise student achievement.

1B.3 Focus of Support and Reflection of Big Ideas

Culture:

1. Dr. Anthony Muhammad will be presenting at Belding Middle School to teach the building principal and school staff protocols on how to talk to each other to share concerns and celebrate the small successes as well as the big successes.

2. The principal and other school staff will train on and implement the WATCH D.O.G.S. program to bring male role models into the school on a regular basis to help provide social and academic support the middle school students.

Collaboration:

1. The data coach, curriculum consultant, professional development trainers, and early release days are all strategies put in place to establish system processes to improve student achievement. A year-long calendar of these activities was created to help the administrators and staff monitor the progress of the implementation together.

Curriculum

1. The principal arranged for a curriculum consultant to lead the K-12 core leaders in vertical alignment discussions which has led to standards, instruction and resources strengths and needs.

1B.4 District Activities

The district activities have been described in the content previously discussed:

1. K-12 data dialogues

2. K-12 curriculum alignment discussions

3. K-12 culture building book studies and presentations

4. Facilitation of inter-rater reliability for teacher evaluation by building principals with the superintendent

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.
Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.
Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A. During the 2011-2012 school year, Belding Administration and Teacher Committee worked collaboratively to research teacher evaluation models and come to consensus on the tool to implement beginning the 2012-2013 school year.

Belding Area Schools Board of Education approved the use of a modified Charlotte Danielson Model for teacher evaluation in accordance with the requirements found in Section 1249, which included the addition of a student growth model, extra service to the profession, and above and beyond professional development.

August 20, 2012 First Approved Document which student growth percentage weight was 25% for the 2012-2013 school year.
August 19, 2013 Revised approval of revisions to increase the student growth percentage weight to 46% for the 2013-2014 school year.
September 14, 2014 Revised approval of revisions to lower PD and Extra Service to the Profession requirements from 48 hours each to 36 hours each starting with the 2014-2015 school year.
By the 2015-2016 school year, the Board of Education will increase the student growth percentage weight to 50%.

As of June 30, 2014, PA 257 was enacted. This new legislation will require the administration and teacher committee to revisit both the teacher and principal evaluation models and revise them to include State data.

The Belding Area Schools administrative team has participated in the 2014 fall Teacher Evaluation Conference on October 22 and Principal Evaluation Conference on October 27 in Lansing. The administrators will be meeting after the Christmas holiday with the teacher committee to discuss which new teacher evaluation model to adopt for the 2015-2016 school year.

On December 9, 2014, the Teacher Evaluation Committee met with the Administrators to discuss adding State data to the student growth measures for both teachers and administrators. At this meeting, the teachers and administrators also discussed moving forward with the selection of one of the four State approved teacher models and one of the three approved principal models for the 2015-2016 school year.

Since then, the requirement of using one of the State approved models has been pushed back another year to 2016-2017. On January 14, 2015 the administrator and teacher evaluation groups came together to have a collaborative discussion about how to move forward.

2B. Prior to the 2012-2013 school year, the principal evaluation tool was a narrative document completed by the Superintendent. For the 2012-2013 school year, the principal's evaluation tool was developed collaboratively with the building administrators based on the Michigan Association of School Board's Superintendent Evaluation. This tool was shared by the Superintendent with the building level administrators as an option for the evaluation tool. The Superintendent gave each principal the opportunity to review the tool and make recommended changes so that the tool pertained more to principals than superintendent expectations. The principals and superintendent went through the tool together and adjusted it to reflect principal criteria. It was agreed upon collaboratively to use this tool until the State provided the required tool. The tool encompasses the requirements in P.A. 102 and the revisions to MCL 380.1249 for building administrators.

The Superintendent and administrators collaboratively agreed to follow the spirit of the original legislation and increase the student growth portion of the evaluation model to make increases in the weight of student data to reach the maximum amount of 50% by 2015-2016 to match the Teacher Evaluation model. Therefore, in 2012-2013 and 2013-2014, 25% of the administrator evaluation system was based on student growth. For the 2014-2015 school year, 40% of the administrator evaluation system will be based on student growth. For the 2015-2016 school year, 50% of the administrator evaluation system will be based on student growth.

As of June 30, 2014, PA 257 was enacted. This new legislation requires the administration and teacher committee to revisit both the teacher and principal evaluation models and revise them to include State data.

The Belding Area Schools administrative team has participated in the 2014 fall Teacher Evaluation Conference on October 22 and Principal Evaluation Conference on October 27 in Lansing. The administrators will be meeting after the Christmas holiday with the teacher committee to discuss which new teacher evaluation model to adopt for the 2015-2016 school year.

On December 9, 2014, the Teacher Evaluation Committee met with the Administrators to discuss adding State data to the student growth measures for both teachers and administrators. At this meeting, the teachers and administrators also discussed moving forward with the selection of one of the four State approved teacher models and one of the three approved principal models for the 2015-2016 school year.

Since then, the requirement of using one of the State approved models has been pushed back another year to 2016-2017.

On January 13, 2015, the Superintendent sent out a one question survey question to all district teachers soliciting input on two options for changing the teacher evaluation model, which in turn will be the same for the administrator evaluation model.

On January 14, 2015 the administrator and teacher evaluation groups came together to have a collaborative discussion about how to move forward to include student data for both the administrator and teacher evaluation models.

A recommendation will come from the Superintendent to the Board of Education at the February 2015 Board meeting.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A Teachers:

Strategy to Identify Reward, Retention or Removal Status of Teachers:

The tool that will be used to identify and reward teachers was developed by the Superintendent with support from the administrative team, the district school improvement team, an ISD consultant and the Belding Middle School staff. The identification tool is reflective of the three big ideas identified in the Reform and Redesign Plan: Culture, Curriculum, and Collaboration. The identification tool aligns to the district's developed teacher evaluation tool, which includes domains and components from Charlotte Danielson's Teacher Evaluation Framework, along with State and local data categories.

The identification tool uses the Top to Bottom Ranking for the State data on the teacher evaluation tool. Because the State is moving to a new State assessment, and new teacher evaluation tools, and may not be identifying top to bottom schools for the 2015-2016 school year, this whole process may have to be revised based on the new teacher evaluation model selected by the district and alternative State data will have to be selected.

As of today, the teacher evaluation framework was reviewed for key components that directly align with the teacher's ability to implement the key research-based strategies selected from Danielson's model. A teacher observation tool was designed using a Google document based on the selected framework rubrics, which includes the identified key components aligning to the three big ideas. Building administrators will be able to use the Google doc tool for classroom observations a minimum of two times a year, in addition to the full teacher evaluation model. The tool establishes the criteria needed to identify teachers' status for Reward, Retention or Removal.

The tool will be used for the first time at the end of the 2014-2015 school year as a self-assessment for staff. This will allow staff to create individual goals with the building administrators for the 2015-2016 school year. At the end of the 2015-2016 school year (Year 1), staff will use their final teacher evaluation to complete a summary sheet for the Reward, Retention, or Removal Status. At the end of the 2016-2017 school year (Year 2), staff will use their final evaluation to again complete the Reward, Retention, and Removal Status Summary Sheet. For Reward teachers, staff will be able to select rewards from a list of options on the Summary Sheet. The final summary sheets will be attached to the teacher's final evaluation and kept in their personnel files.

The Observation Google Doc and Summary Sheet is available upon request as there is not a place to upload these in this template.

Rubric Criteria Used from the Charlotte Danielson portion of the teacher evaluation model. Each indicator is worth 0-3 points as mirrored on the full teacher evaluation model. There is a total of 13 indicators for up to 39 points available.

Culture

1b: Demonstrating knowledge of students

2a: Creating an environment of respect and rapport

2b: Establishing a culture for learning

2d: Managing student behavior

4c: Communicating with families

4f: Demonstrating professionalism

Collaboration

4c: Communicating with families

4d: Participating in a professional community

Curriculum

1c: Setting instructional outcomes

1e: Designing coherent instruction/use of appropriate data (Summative Data)

3b: Using questioning and discussion techniques

3c: Engaging students in learning

3d: Using assessment in instruction (Formative Data)

Student Growth, in which 3 additional points are available.

Local Data: Teacher's Local Data Summary Score from Teacher Evaluation

0-3 = Ineffective (0 pts.)

4-6 = Minimally Effective (1 pt.)

7-9 = Effective (2 pts.)

10-12 = Highly Effective (3 pts.)

State Data: The school's top to bottom ranking is the basis of this PS Summary data point, in which 3 additional points are available.

Top to Bottom Ranking of 0-5 = Ineffective (0 pts.)

Top to Bottom Ranking of 6-24 = Minimally Effective (1 pt.)

Top to Bottom Ranking of 25-50 = Effective (2 pts.)

Top to Bottom Ranking of 51+ = Highly Effective (3 pts.)

Overall Teacher Status, in which 45 points are the total points available per teacher.

0-22 pts. = Plan of Improvement 1 year (for 2016-2017); Removal 2 consecutive years (for 2017-2018)

23-39 pts. = Retention

40-45 pts. = Reward

Incentives for Reward Teachers:

1. Additional Teacher Selected PD up to $450 for in-State Conference/Workshops (Registration, Substitute, Mileage)

2. Additional Teacher Selected Classroom Materials up to $450 for content related resources/instructional materials

3. Additional College Course-Work Reimbursement up to $450 ($150 additional for each credit) for classes related to instruction or educational leadership

_____

3A Leaders

The identification tool that will be used to identify and reward school leaders was developed by the Superintendent with support from ISD personnel. The identification tool is reflective of the three big ideas identified in the reform and redesign plan: Culture, Curriculum, and

Collaboration. The Identification tool aligns to the district's developed administrator evaluation tool, which includes domains and components from Michigan Association of School Board's Superintendent Evaluation Framework, along with state and local data categories.

The school leader evaluation framework was reviewed for key components that directly align with the school leaders' ability to implement the key components of the district's administrator's evaluation model. This identification tool was designed using a Google document to insert the framework rubrics, which includes the identified key components aligning to the three big ideas, along with student growth from state and local data. The identification tool establishes the criteria needed to identify school leaders' status for Reward, Retention or Removal.

The Observation Google Doc and Summary Sheet is available upon request as there is not place to upload these in this template

Rubric Criteria used from the Principals' evaluation. Each indicator is worth 0-3 points as mirrored on the full principal evaluation model. There is a total of 13 indicators for up to 39 points available.

Culture
B1: District Image
B9: Trustworthiness
C1: Personnel Matters
C9: Visibility
E5: Poise
E7: Attitude
E8: Humor

Collaboration
C8: Team Building

Curriculum
D4: Focus on Students
D5: Best Practices
D7: Curriculum
G1: School Improvement

Student Growth, in which 3 additional points are available.
Local Data: Teacher's Local Data Summary Score from Teacher Evaluation Building Total
0-3 = Ineffective (0 pts.)
4-6 = Minimally Effective (1 pt.)
7-9 = Effective (2 pts.)
10-12 Highly Effective (3 pts.)

State Data: The school's top to bottom ranking is the basis of this PS Summary data point, in which 3 additional points are available.
Top to Bottom Ranking of 0-5 = Ineffective (0 pts.)
Top to Bottom Ranking of 6-24 = Minimally Effective (1 pt.)
Top to Bottom Ranking of 25-50 = Effective (2 pts.)
Top to Bottom Ranking of 51+ = Highly Effective (3 pts.)

Overall School Leader Status, in which 45 points are the total points available.

0-22 pts. = Plan of Improvement 1 year (for 2016-2017); Removal 2 consecutive years (for 2017-2018)

23-39 pts. = Retention

40-45 pts. = Reward

Incentives for Reward School Leaders:

1. Additional Leader Selected PD up to $450 for in-State Conference/Workshops (Registration, Substitute, Mileage)

2. Additional Leader Selected Building Materials up to $450 for content related resources/instructional materials

3. Additional College Course-Work Reimbursement up to $450 ($150 additional for each credit) for classes related to instruction or educational leadership

_____

3A Other School Staff:

The identification tool that will be used to identify and reward other school staff will be developed by the Superintendent with support from the administrators. The identification tool will be reflective of the three big ideas identified in the reform and redesign plan: Culture, Curriculum, and Collaboration. The identification tool will align to the district's developed staff evaluation tools, along with State and local data categories.

The school staff evaluation tools will be reviewed for key components that directly align with the school staffs' ability to implement the key components of their evaluation model. This identification tool will be designed using a Google document to insert the framework rubrics, which will include the identified key components aligning to the three big ideas, along with student growth from State and local data. The identification tool will establish the criteria needed to identify school staff's status for Reward, Retention or Removal.

The Observation Google Doc and Summary Sheet will be available upon request as there is not place to upload these in this template.

Rubric Criteria used from the Other School Staff evaluation. Each indicator is worth 0-3 points as mirrored on the full evaluation models of Other School Staff. Each indicator will be worth 3 points and a total is yet to be determined.
This area will be determined at a later date once MDE can identify the definition of "other school staff" that should be included in this portion of the Reform and Redesign Plan. A tool will be developed by the Superintendent with input from the building administrators, and the identification tool will align with the teacher and leader tools as outlined.

Student Growth, in which 3 points will be available.

Local Data: Teacher's Local Data Summary Score from Teacher Evaluation Building Total

0-3 = Ineffective (0 pts.)

4-6 = Minimally Effective (1 pt.)

7-9 = Effective (2 pts.)

10-12 = Highly Effective (3 pts.)

State Data: The school's top to bottom ranking is the basis of this PS Summary data point, in which 3 points will be available.

Top to Bottom Ranking of 0-5 = Ineffective (0 pts.)

Top to Bottom Ranking of 6-24 = Minimally Effective (1 pt.)

Top to Bottom Ranking of 25-50 = Effective (2 pts.)

Top to Bottom Ranking of 51+ = Highly Effective (3 pts.)

Overall Other School Staff Status, total points will be determined.

? pts. = Plan of Improvement 1 year (for 2016-2017); Removal 2 consecutive years (for 2017-2018)

? pts. = Retention

? pts. = Reward

Incentives for Reward Other School Staff (Counselor; Paraprofessionals):

1. Additional Staff Selected PD up to $450 for in-State Conference/Workshops (Registration, Substitute, Mileage)

2. Additional Staff Selected Building Materials up to $450 for content related resources/instructional materials

3. Additional College Course-Work Reimbursement up to $450 ($150 additional for each credit) for classes related to instruction or educational leadership

_____

3B

School leaders, teachers and other staff will be given the 2014-2015 school year to pilot the Reward, Retention, or Removal tool as a self-assessment year because the State is in transition with a new State assessment in the spring of 2015, and teacher evaluation models for 2015-2016. Staff will be given the following two years (2016-2017 and 2017-2018) to demonstrate turnaround competencies that lead to increased student achievement before they are considered for removal.

Year 1 (2015-16): School leaders, teachers, and other staff will be evaluated for a reward, retention, or removal status based on evaluation criteria set forth by the district Superintendent/Administration/Board of Education. School leaders, teachers, and other staff who received a total evaluation score of 0-22 will be put on a plan of improvement for the 2016-2017 school year; for "other school staff" the points for removal have not yet been determined but they will be prior to the end of the 2014-2015 school year.

1. Plans of improvement will contain specific goals, objectives, and strategies to provide support to each staff member on a plan of improvement.

2. Such staff member(s) will meet with the building administrator a minimum of four times a year to progress monitor staff growth of competency deficiencies and hold staff accountable to high instructional and professional standards.

3. Each staff member on a plan of improvement will be assigned a collegial mentor, who will also provide support and accountability for assisting the staff member in gaining the desired competencies.

4. Specific professional development needed will be provided by the school district in a timely, sustainable, and on-going nature.

5. Specific learning materials and resources will be provided by the school district to the staff member on an improvement plan to ensure each staff members has the necessary tools for success.

Year 2 (2016-2017): School leaders, teachers, and other staff will be again be evaluated for a reward, retention, or removal status based on evaluation criteria set forth by the district Superintendent/Administration/Board of Education. School leaders, teachers, and other staff who received a total evaluation score of 0-22 at the end of the second year (2017-2018) will be given the option of retiring, resigning, or termination; for "other school staff" the points for removal have not yet been determined but they will be prior to the end of the 2014-2015 school year.

Appeal Process: Prior to a staff member retiring, resigning, or being terminated, the staff member who has received a "removal status" for two years in a row based on the aforementioned rating system for Priority School staff, will have an opportunity to go before the Board of Education and Superintendent to appeal the evaluation results. If the Board of Education finds in favor of the staff member, and additional

year of employment will be granted. In this event, the staff member will remain on a plan of improvement for 1 additional year (2018-2019). If the Board of Education does not find in favor of the staff member, the Board will take action to terminate employment at the July Board meeting. The staff member will be able to request a closed session with the Board of Education for the appeal process.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

1. Grades 6-8: Developing a Positive School Culture: Dr. Anthony Muhammad, The Will to Lead, The Skill to Teach; Superintendent responsible to contract with Dr. Muhammad; Building Principal to facilitate book discussion and PD with building school improvement co-chairs and department chairs.

(a) reflect the "Big Ideas" - As a follow up to the 2013-2014 professional development on culture building, Belding Middle School is bringing back Dr. Muhammad to help develop protocols for improvement of building culture. Prior to his visit, the staff will conduct a book study using Dr. Muhammad's book, The Will to Lead, The Skill to Teach. The staff will have three options for reading and having collaborative dialogues which include:

1. Monday Meetings - Each Monday beginning November 24 through February 16 from 2:45 p.m. - 3:45 p.m., staff will have the option to have a professional dialogue regarding the chapters of the book.
2. On-Line Discussion Board - Staff will be given an opportunity to independently read the book and respond to questions and provide feedback to colleagues on a Moodle site beginning November 24 through February 17.
3. Small Group Dialogues - Staff will be given an opportunity to independently read the book and have a professional dialogue regarding the chapters of the book at times convenient for the small group. This group must keep track of meeting dates, times, locations with sign-in sheets and agendas, and chapter discussion notes to be turned in to the principal.

Staff will engage in a whole group dialogue once a month at building-wide school improvement meetings to summarize the chapters read and discussed from previous discussion group meetings. Staff will come to consensus in the whole group meetings about implementation of protocols for improving building culture.

(b) offer repeated opportunities with a common focus - As described in the big idea, staff will read and conduct professional dialogues using Dr. Muhammad's book, The Will to Lead, The Skill to Teach. A calendar of dates has been established for implementation with expectations of all staff participation. The schedule is as follow:

Professional Dialogues: (November 24, Chapter 1) (December 1, Chapter 2) (December 8, Chapter 3) (December 15, Chapter 4)

Whole Staff Summary Discussion: December 17, 2015 Chapters 1-4

Professional Dialogues: (December 22, Chapter 5) (January 12, Chapter 6) (January 19, Chapter 7)
Whole Staff Summary Discussion:
- January 21, 2015 Chapters 5-7

Professional Dialogues:

- January 26, Chapter 8

- February 2, Chapter 9

- February 9, Chapter 10

- February 16, Chapter 11

Whole Staff Summary Discussion:

- February 18, 2015 Chapters 8-11

Whole Staff Book Review and Questions for Dr. Muhammad:

- March 18, 2015

Possible Act of God Make-Up Dates:

February 23

March 2

March 9

March 16

Dr. Muhammad's Presentation and Protocols for staff:

- April 1, 2015 from 8:00 - 11:00.

Whole staff debriefing and establishing building protocols for developing a positive culture:

- April 1, 2015 from 12:00 - 3:00.

(c) be high quality

1. expectations for using PD in the classroom, In the 2014-2015 school year, staff will work collaboratively to develop protocols for expectations for communication between all stakeholder groups: teacher to teacher, teacher to student, teacher to administrator, administrator to student, administrator to parents, and teacher to parents. In the 2015-2016 school year, administrators and staff will use the protocols to hold each other accountable for contributing to a positive school culture for learning.

2. opportunities to receive individualized feedback, Beginning in the fall of 2015-2016, staff and administrators will implement the culture protocols. Staff and administrators will have formal and informal opportunities to receive feedback in the following ways:

a. Formal: One-on-one dialogue between the stakeholders when feedback needs to be shared individually. Small group dialogues when grade levels or departments need to share feedback. Whole staff dialogues when building feedback needs to be shared. Once a month at building level school improvement meetings, feedback for culture protocols will be a standing agenda item. Staff dialogues will be documented in meeting minutes.

b. Informal: Stakeholders using quick one to five minute dialogues to share feedback with each other.

3. structure to provide support based on teacher needs, Staff will have the opportunity to share their needs at the monthly school improvement meetings. For example, if new teachers join the middle school building staff, they will need to be provided the professional development as well as the protocols developed by the staff.

(d) be job-embedded

1. consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, The staff will monitor behaviors

and interactions amongst all stakeholders and identify problems of the practice to be discussed at the monthly school improvement meetings for solutions.

2. is grounded in day-to-day practice, The culture protocols will be embedded within the day to day teaching for students and communication between stakeholders, and the protocols will be visibly evident in each classroom. Practice and role modeling the protocols will be incorporated daily moving toward internalization for all stakeholders. Weekly email blast to parents will emphasize protocols being modeled and practiced in the building.

3. is instructionally aligned to the instructional program described in requirement #6: The staff had indicated a need for improving the culture for learning at the middle school. This goal area does embed the professional learning needed to establish protocols for implementing and monitoring the building's culture.

(e) align to the instructional program described in requirement #6 This goal area does align with the district's need for developing protocols for improving the school culture. It is strategy in the district school improvement plan.

(f) includes a process for monitoring the impact of PD on instructional practices. The monitoring process for impact of this professional development is noted on each staff member's professional evaluation. The district currently uses a modified Danielson version for the teacher evaluation system. As we move to a new state required teacher evaluation model, the staff will transition this requirement to the new model.

_____

2. K-12 Strategy: Curriculum Alignment; To be budgeted by the Superintendent and Director of Finance; To contract with ISD by the Superintendent; to facilitate the K-12 session by the Principals.

(a) reflect the "Big Ideas": Curriculum development through staff collaboration is one of the key district initiatives. Staff have been provided release time with substitutes to develop curriculum documents and look at data to find gaps in addressing particular standard needs.

(b) offer repeated opportunities with a common focus: Content area staff will be provided two release days with substitutes for the 2014-2015 school year to work with the ISD curriculum consultant and building principals on vertical alignment of instructional standards, lessons, resources, and assessments. Content area staff also meet once a month after school for an hour to collaborate and review their horizontal core curriculum standards, lessons, resources, and assessments.

(c) be high quality:
1. expectations for using PD in the classroom, Belding Middle School departments will pilot various curriculum resources during the 2014-2015 school year with the intent to make purchases within the next two years.

2. opportunities to receive individualized feedback, The classrooms piloting resources will share findings and thoughts on resources at monthly department meetings.

3. structure to provide support based on teacher needs. The Belding Middle School is contracting with the Institute for Excellence in Education, from Central Michigan University, to hire two Focused Instructional Coaches to provide support to staff in the areas of curriculum, instruction, assessment, and progress monitoring.

(d) be job-embedded
1. consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, K-12 curriculum groups analyze

data, look at best practices, make decisions about resources, and review and revise assessments.

2. is grounded in day-to-day practice, K-12 curriculum groups bring day to day experiences for collaborative dialogues to achieve vertical and horizontal curricular alignment.

3. is instructionally aligned to the instructional program described in requirement, the district and building improvement plans both have a curriculum alignment strategies in each core area. Through the reform and redesign process, the middle school staff will be reviewing and revising their curriculum documents for rigor and relevance to engage students in higher level learning.

(e) align to the instructional program described in requirement #6: The district and building improvement plans both have a curriculum alignment strategies in each core area. Through the reform and redesign process, the middle school staff will be reviewing and revising their curriculum documents for rigor and relevance to engage students in higher level learning.

(f) include a process for monitoring the impact of PD on instructional practices: Staff changes in curriculum standards, lessons, resources, and assessments should lead to improved student achievement. Monitoring of the implementation of this PD will be conducted by the building administrators to ensure implementation of the PD sessions and observation of the strategy in action through classroom walk-throughs, observations, and lesson plans.

K-12 Strategy: Curriculum Alignment
PD needed: ISD consultant to work with content area teams to review and revise curriculum based on State standards. The teams will look at horizontal and vertical alignment which includes staff from the K-12 buildings. Two days of review have been planned with each core group, the ISD consultant, and building administrators. The only cost for this PD is substitute costs, as the ISD is providing the curriculum consultant at no cost.
(8 days x 12 substitutes x $100 = $9,600 = Section 31a)

_____

3. Grades 6-8 : Content Area Vocabulary Development; To be contracted by the Building Principal; To be facilitated by the Building Principal with the school improvement co-chairs and department chairs.

(a) reflect the "Big Ideas" - Content area vocabulary development aligns with the big idea of curriculum.
Staff has come to consensus there is a need for a building-wide vocabulary strategy. Therefore, staff agreed to use one of the district PD days to provide staff training with an ISD consultant using Robert Marzano's, Building Academic Vocabulary text. The trainer will provide PD on April 2, 2015. Staff will follow-up with professional dialogues within departments at department meetings in April and May. Building-wide summary dialogues will be conducted once a month at the Reform and Redesign meetings.

(b) offer repeated opportunities with a common focus -Staff will be provided the book, Building Academic Vocabulary and will have an opportunity to read on their own if desired, prior to April 2, 2015. An ISD trainer will conduct a building-wide training on April 2, 2015. Staff will have opportunities to have professional dialogues during the April and May department meetings. Follow-up with the whole staff will be conducted at the once a month Reform and Redesign meetings. The schedule is as follow:
Books in staff hands, November 26, 2014.
ASCD Purchase = 30 staff texts x $20.95 + S/H $33.93 = $599.43)
All staff training by ISD Consultant, April 2, 2015 (8:00 a.m. - 11:00 a.m.)
Departmental professional dialogues, April 15, 2015
Whole staff dialogue, April 22, 2015

Departmental professional dialogues, May 13, 2015

Whole staff dialogue, May 20, 2015

Possible Act of God Make-Up Dates:

April 29, 2015

May 27, 2015

(c) be high quality

1. expectations for using PD in the classroom, In the 2014-2015 school year staff will work collaboratively to develop protocols for implementing content area vocabulary for all staff. In the 2015-2016 school year, staff will move to full implementation of the content area vocabulary strategies.

2. opportunities to receive individualized feedback, Beginning in the fall of 2015-2016, staff will implement the content area vocabulary protocols. Staff and administrators will have formal and informal opportunities to receive feedback in the following ways:

a. Formal: One on one dialogue between the stakeholders when feedback needs to be shared individually. Small group dialogues when grade levels or departments need to share feedback. Whole staff dialogues when building feedback needs to be shared. Once a month at building level Reform and Redesign meetings, feedback for content area vocabulary protocols will be a standing agenda item. The ISD consultant will be available to assist staff in on-going support for the implementation of these strategies. Staff dialogues will be documented in meeting minutes.

b. Informal: Stakeholders using quick one to five minute dialogues to share feedback with each other.

3. structure to provide support based on teacher needs, Staff will have the opportunity to share their needs at the monthly Reform and Redesign meetings. For example, if new teachers join the middle school building staff, they will need to be provided the professional development as well as the protocols developed by the staff.

(d) be job-embedded

1. consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, The staff will use data from local assessments to guide and monitor the effectiveness of the content area vocabulary instruction and adjust that instruction as necessary.

2. is grounded in day-to-day practice, The content area vocabulary protocols will be embedded within the day to day teaching for students. Practice and role modeling the protocols will be incorporated daily moving toward internalization for all stakeholders. At the beginning of each unit, an email blast to parents will emphasize content area vocabulary being used in instruction.

3. is instructionally aligned to the instructional program described in requirement #6: The staff had indicated a need for improving the vocabulary development for students at the middle school. This goal area does embed the professional learning needed to establish protocols for implementing and monitoring the building's content area vocabulary protocols.

(e) align to the instructional program described in requirement #6 This goal area does align with the district's need for developing protocols for improving the school curriculum. It is strategy in the district school improvement plan.

(f) includes a process for monitoring the impact of PD on instructional practices. The monitoring process for impact of this professional development is noted on each staff member's professional evaluation. The district currently uses a modified Danielson version for the teacher evaluation system. As we move to a new state required teacher evaluation model, the staff will transition this requirement to the new model. Building principals will use walk-throughs, observations, and lesson plans as the form for monitoring implementation.

4. Grades 6-8 Strategy: Literacy Comprehension; To be set up by the Building Principal; facilitated by the consultant contracted.

(a) reflect the "Big Ideas", Literacy comprehension development aligns with the big idea of curriculum.

Staff has come to consensus there is a need for a building-wide reading comprehension strategy. Therefore, staff agreed to use one of the district PD days to provide staff training with literacy consultant who will teach all staff 3-5 comprehension strategies to use during the building-wide studies skills class. The trainer will provide PD on four different dates. Staff will follow-up with professional dialogues within departments at department meetings each month. Building-wide summary dialogues will be conducted once a month at the Reform and Redesign meetings.

(b) offer repeated opportunities with a common focus, The literacy consultant will provide four training sessions on comprehension strategies to the whole Belding Middle School staff during the 2014-2015 school year. The first session was held on September 17 for 1 hour. The second session was held on November 3 for 3 hours. The last two sessions will be held in December of 2015 and January of 2016.

(c) be high quality,

1. expectations for using PD in the classroom, In the 2014-2015 school year, staff are expected to use the comprehension strategies during the 30 minute study skills class each day.

2. opportunities to receive individualized feedback, Beginning in the fall of 2015-2016, staff will fully implement the comprehension strategies learned in 2014-2015. Staff and administrators will have formal and informal opportunities to receive feedback in the following ways:

a. Formal: One on one dialogue between the stakeholders when feedback needs to be shared individually. Small group dialogues when grade levels or departments need to share feedback. Whole staff dialogues when building feedback needs to be shared. Once a month at building level Reform and Redesign meetings, feedback for comprehension strategies will be a standing agenda item. Staff dialogues will be documented in meeting minutes.

b. Informal: Stakeholders using quick one to five minute dialogues to share feedback with each other.

3. structure to provide support based on teacher needs, Staff will have the opportunity to share their needs at the monthly Reform and Redesign meetings. For example, if new teachers join the middle school building staff, they will need to be provided the professional development as well as the protocols developed by the staff.

(d) be job-embedded (e.g. integrated into the work day)

1. consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, The staff will use data from local assessments to guide and monitor the effectiveness of the comprehension instruction, as well as using the student data to determine if learning the content is occurring, and if not, how to adjust that instruction as necessary.

2. is grounded in day-to-day practice, The comprehension strategies will be embedded within the day to day teaching for students during the study skills class, however, once the strategies are embedded in the teacher's daily instruction, they will transfer the strategies through teacher modeling and student use in all classes. Practice and role modeling the strategies will be incorporated daily moving toward internalization for all stakeholders. At the beginning of each marking period, an email blast to parents will emphasize the comprehension strategies being utilized by students and staff building-wide.

3. is instructionally aligned to the instructional program described in requirement #6: The staff had indicated a need for improving reading comprehension for students at the middle school. This goal area does embed the professional learning needed to establish strategies for

implementing and monitoring the building's fiction and non-fiction reading comprehension goal.

(e) align to the instructional program described in requirement #6, The staff had indicated a need for improving reading comprehension for students at the middle school. This goal area does embed the professional learning needed to establish strategies for implementing and monitoring the building's fiction and non-fiction reading comprehension goal.

(f) include a process for monitoring the impact of PD on instructional practices, The monitoring process for impact of this professional development is noted on each staff member's professional evaluation. The district currently uses a modified Danielson version for the teacher evaluation system. As we move to a new state required teacher evaluation model, the staff will transition this requirement to the new model. Building principals will use walk-throughs, observations, and lesson plans as the form for monitoring implementation.

The middle school staff will be implementing a 40 minute study skills class in which every teacher in the building is providing literacy instruction at the same time. In order to have all teachers ready to implement this additional core academic time, texts have been purchased and training is being provided during the 2014-2015 school year. This training will occur over four sessions, the first of which was on September 17 during the early release time; the next session was on November 3 during the all district PD day; and, the remaining two training sessions will be held on upcoming early release days. There is no costs associated with this training as the consultant is a district-level administrator.

_____

5. Grades 6-8 Strategy: Test Taking; To be scheduled and facilitated by the Building Principal and school improvement co-chairs.

(a) reflect the "Big Ideas", Teaching test taking strategies aligns to the big idea of curriculum. Staff will be trained in the PIRATES test taking strategy and will develop a systematic protocol for preparing students for high stake assessments. Staff will be trained by a trained consultant in the PIRATES Strategy. Teachers will also receive the PIRATES test taking strategy book.

(b) offer repeated opportunities with a common focus , The staff will be trained on November 19, 2014 from 12:45 to 3:45. Ongoing professional dialogues will take place starting in December. Staff will teach the test taking strategies in their 3rd hour study skills class. Staff and administrators will have formal and informal opportunities to receive feedback in the following ways:

(c) be high quality
1. expectations for using PD in the classroom, Teachers will direct students to use the PIRATES strategies on local and state assessments.

2. opportunities to receive individualized feedback,
a. Formal: One on one dialogue between the stakeholders when feedback needs to be shared individually. Small group dialogues when grade levels or departments need to share feedback. Whole staff dialogues when building feedback needs to be shared. Once a month at building level Reform and Redesign meetings, feedback for PIRATES test taking strategies will be a standing agenda item. Staff dialogues will be documented in meeting minutes.

b. Informal: Stakeholders using quick one to five minute dialogues to share feedback with each other.

3. structure to provide support based on teacher needs, Staff will have the opportunity to share their needs at the monthly Reform and Redesign meetings. For example, if new teachers join the middle school building staff, they will need to be provided the professional development as well as the protocols developed by the staff.

(d) be job-embedded

1. consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, Teachers will review local assessments to monitor if students are using the PIRATES test taking strategy.

2. is grounded in day-to-day practice, The PIRATES strategy will be embedded in daily instruction for students. Students will learn the strategies in 3rd hour study skills and content teachers will model and review these strategies prior to an assessment and monitor student use.

3. is instructionally aligned to the instructional program described in requirement, The staff has indicated the need for improving the test taking skills for students at Belding Middle School. This goal does embed the professional learning needed to develop test taking skills in all content areas.

(e) align to the instructional program described in requirement #6, This goal area does align with the district's need for developing protocols for improving the curriculum. This is in the District School Improvement Plan.

(f) include a process for monitoring the impact of PD on instructional practices. All teachers will select 2 students in the bottom 30% of the top to bottom student data file for their content areas, and track student use of the PIRATES strategy, documenting student results, and reporting out to colleagues at the monthly Reform and Redesign meetings.

_____

6. CMU Instructional Coaches; To be contracted by the Superintendent and facilitated by the Building Principal.

(a) reflect the "Big Ideas", The Central Michigan University Instructional Coaches from the Institute of Excellence in Education will support middle school teachers in curriculum design with rigorous and relevant instructional lesson ideas and will also provide support in developing a collaborative team approach to reviewing data and aligning instruction to the Michigan standards.

(b) offer repeated opportunities with a common focus, The instructional coaches will be on-site for 3 full days of professional development beginning in January of 2015. Once trained, core staff will have opportunities to learn from the two instructional coaches for a total of 40 days from January 1 through June 30, 2015. The instructional coaches will be embedded into the classrooms for learning as well as meeting with the building administration for feedback and recommendations in relation to curriculum, instruction, assessments and resources.

(c) be high quality,
1. expectations for using PD in the classroom, Instructional Strategies coaches to work on site in district with six through eighth grade teachers to support the implementation of instructional strategies that highly engage all students in thinking and learning. Coach will model and co-teach in classrooms and collaborate with teachers to plan effective lessons to engage all students. Teachers will learn how to implement a daily practice program based specifically on the Michigan Standards. Additionally, teachers will implement a progress monitoring system that allows teachers to clearly identify the knowledge acquisition level of their students.

2. opportunities to receive individualized feedback, Beginning in January of 2015, staff and administrators will have formal and informal opportunities to receive feedback in the following ways:
a. Formal: One on one dialogue between the stakeholders when feedback needs to be shared individually. Small group dialogues when grade levels or departments need to share feedback. Whole staff dialogues when building feedback needs to be shared. Once a month at building level Reform and Redesign meetings, feedback for comprehension strategies will be a standing agenda item. Staff dialogues will be documented in meeting minutes.

b. Informal: Stakeholders using quick one to five minute dialogues to share feedback with each other. Instructional coaches will provide feedback to staff after classroom visits for observations as well as modeling experiences.

3. structure to provide support based on teacher needs, Staff will have the opportunity to share their needs at the monthly Reform and Redesign meetings. For example, if new teachers join the middle school building staff, they will need to be provided the professional development as well as the protocols developed by the staff. The instructional coaches will spend a minimum of one day per month meeting with the Superintendent and building administrators to provide feedback on curriculum, instruction, assessments and resources.

(d) be job-embedded (e.g. integrated into the work day)
1. consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, The instructional coaches will implement a progress monitoring system that allows teachers to clearly identify the knowledge acquisition level of their students. Staff will be using data from local assessments to guide and monitor the effectiveness of focused instructional model learned from the instructional coaches, as well as using the student data to determine if learning the content is occurring, and if not, how to adjust that instruction as necessary.

2. is grounded in day-to-day practice, The instructional coaches will be embedded within the core classrooms for 20 days each during the second semester in the 2014-2015 school year. Teacher observations made from the coach's model lessons, feedback from the coach's observations of the teacher, and strategies learned in the three day professional development will guide teacher's instructional lessons in day-to-day practice.

3. is instructionally aligned to the instructional program described in requirement #6: During the reform and redesign planning meetings, the staff have indicated a need for having trained instructional coaches on-site to provide support in core lessons aligning with the Michigan standards. All goal areas embed the professional development needed to establish strategies for implementing and monitoring the building's core instruction goals.

(e) align to the instructional program described in requirement #6, During the reform and redesign planning meetings, the staff have indicated a need for having trained instructional coaches on-site to provide support in core lessons aligning with the Michigan standards. All goal areas embed the professional development needed to establish strategies for implementing and monitoring the building's core instruction goals.

(f) include a process for monitoring the impact of PD on instructional practices, The monitoring process for impact of this professional development is noted on each core staff member's professional evaluation. The district currently uses a modified Danielson version for the teacher evaluation system. As we move to a new state required teacher evaluation model, the staff will transition this requirement to the new model. Building principals will use walk-throughs, observations, and lesson plans as the form for monitoring implementation.

PD needed: The Institute for Excellence in Education at Central Michigan University will be partnering with Belding Middle School staff to provide their Focused Instructional Model (FIM). This model includes strategies for reviewing curriculum documents for rigor and relevance; embedding differentiated instructional practices, and building best practices for engaging hard to reach students as well as classroom management. Three days of professional development to train all staff on the FIM will include substitutes for staff. The remaining 20 days will include classroom visits with follow-up dialogues for all staff.
(Substitute Costs = 3 days x 12 substitutes x $100 = $3,600 Title II A)
(CMU Focused Instructional Coaches = 2 coaches x $830/day x 20 days = $42,200 Title II A)

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.
Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.
Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A. The district has identified a strategy to recruit teachers to work at Belding Middle School in compliance with the State's requirement to have a Reward Process as an incentive for potential staff wanting to be assigned or become employed at the middle school. All middle school staff will have the opportunity to earn additional professional development, classroom materials, or college tuition money through the Reward Process, which is based on the current teacher evaluation process. This Reward Process will allow teachers to be evaluated using the current Board approved teacher evaluation model, and will encompass ratings from 13 identified power criteria embedded within the tool that align with the Reform and Redesign Plan big ideas: Culture, Collaboration, and Curriculum. The Reward Process will also include a measurement of teacher effectiveness based on State and Local data aligning with student needs. Data from the comprehensive needs assessment will be taken into consideration which includes demographic data, school programs and process data, perception data, and achievement data. The strategy correlates Reward teachers with "Highly Effective" overall evaluation ratings. This process was thoroughly described in Requirement #3.

On January 8, 2015 the district school improvement team created a district protocol for recruiting and assigning teacher placements based on student needs and teacher skill sets. On January 12, 2015, the middle staff were given an opportunity to also share input on this protocol. The protocol will be used moving forward when recruiting or assigning staff in not only the middle school, but all Belding schools. The protocol is as follows:

Belding Area Schools
District Process for Identifying Student Needs, Recruiting Teachers, and Assigning Teachers to Meet Student Needs

Identifying Student Needs
1. Building Staff review State and Local Data by Grade Level and Department Teams
2. District School Improvement Team Reviews State Data annually each spring to make recommendations for instructional programs

Data sources used will include:
1. MiSchoolData.org
2. School Scorecard
3. IGOR (Data Management System)
4. Discovery Education and Local Classroom Data

The protocol for looking at data will include:
1. Assess State Standards
2. Review student results
3. Analyze student results
4. Summarize building and district results and student or program needs
5. Make a plan for recruiting and assigning teachers to meet student or program needs

When using the district created rubric for hiring teachers, ensure criteria match student needs such as:

1. Learning gaps, schoolwide patterns, content areas, cultural proficiencies, and demographics, etc...

2. Make plan for adjusting curriculum and instruction as needed

District Process to Recruit Teachers will be as follows:

1. Staff reviews student and program needs based on data

2. Administration includes student needs/demographics and program needs in the job postings

3. Apply Applitrak filters for finding most qualified candidates

4. Interviewing process takes place with stakeholder groups participating

Interviewing will include:

1. Ask candidates to teach a lesson during the interview process

2. Ask specific questions related to the job position and student/program needs

Considerations for Recruiting include:

1. High Interest in teaching students and content areas as determined by staff as areas of need

2. Experience in teaching students and content areas as determined by staff as areas of need

3. Highly Qualified in more than one content area for cross curricular instruction

4. Masters or Specialist degree in areas of need as determined by staff

5. Interviews using rubric which matches student needs

6. District administrators try to match teacher skill sets with student needs

When using the district created rubric, ensure criteria match student needs such as:

1. Learning gaps, schoolwide patterns, content areas, cultural proficiencies, and demographics, etc...

2. Offering position to candidate who matches student needs.

District Process to Assign Teachers to Meet Student Needs:

1. Staff review student needs

2. Administrators consider current staff for positions who have:

a. High Interest or teacher interest inventory responses are considered annually

b. Experience in teaching students and contents as determined by staff as areas of need

c. Highly Qualified in more than one content area for cross curricular instruction

d. Masters or Specialist degree in areas of need as determined by staff

e. District administrators try to match teacher skill sets with student needs

Staff are assigned annually by administrators based on student needs, teacher skill sets, teacher requests, and qualifications.

5B. The district has identified a strategy to retain teachers at Belding Middle School through the use of the teacher evaluation model. In this model, staff will be evaluated based on selected criteria from the three big ideas, local data, and state data. A summary score will determine whether each teacher has earned a retention rating. This strategy correlates retention teachers with "Effective" overall evaluation ratings. This process is thoroughly described in Requirement #3.

Additional district initiatives used to recruit and retain staff include:

1. Intentional time for staff collaboration; nine early release days (once a month)

2. Teacher placement with few transitions from year to year

3. Teacher/Student/Admin technology devices grades 6-12 (1:1)

4. Collaborative Community Support

5. Sense of Community within the Building

6. Sense of Community within the Classroom

7. Small Graduating Class Sizes = more student sense of belonging/opportunities

8. Staff provides support to the "whole family" for students and families in the district

9. Updated and maintained district facilities for academics and extra-curricula's

10. Positive and polite students

11. Positive and collaborative ISD supports

12. Affirmation as a teacher that my talents are needed for students in Belding

13. Competitive Salary Schedule

14. District Sponsored High Quality, Job-Embedded, Sustained Professional Development

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b)links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

6A.1 The process used to select the instructional program is the continuous school improvement process. Representatives from every stakeholder group: administrators, teachers, paraprofessionals, support personnel, Board members, and parents are included in the dialogues to select instructional programs.

The middle school held one hour meetings on every Monday except two, from 2:45 p.m. - 3:45 p.m., beginning on September 8 through November 17, 2014 and encouraged all staff members to attend to develop a site-based reform and redesign transformational plan. Parents were invited to participate in these meetings to share input as well. Board members held a work session on November 4 to review the status of the Reform and Redesign Plan to provide input into the plan.

6A.2 During the planning process, the district hired a data coach to review State MEAP data, local content area data, State item analysis reports, and Top to Bottom rankings. During the three data sessions, staff were able to look at aggregate and sub-group data. They were able to identify the top 30%, middle 40%, and bottom 30% of students in each core area.

a. Staff reviewed multiple data sources to understand Priority School designation which include:

1. Review of Top to Bottom List rankings for the past three years from 27th (2012), 11th (2013), to 4th (2014).

2. Review of School Scorecard colors going from yellow (2012), to orange (2013), to red (2014).

3. Review of z scores for each subject area from 2013 and 2014.

4. Review of mischoolsdata.org trend data for each core subject for the last five years.

5. Review of IGOR (data warehouse) reports for each subject and comparisons to the County Schools and State.

b. Staff were able to link the instructional program by completing a comprehensive needs assessment of disaggregated data by subject, grade level, and subgroups for the last two years using:

1. Mischooldata.org website to get trend data for both aggregate and subgroup data.

2. IGOR data warehouse reports for comparisons of how other like schools are doing.

3. School Scorecard student data files to look at the bottom, middle, and top 30% of students as subgroups.

6A.3 Relationship between disaggregated data, big three ideas, and instructional program.

During the data dialogues in 2013-14 and this school year, staff identified the following subgroups as the priority needs.

1. Bottom 30% in each content area

2. Students with disabilities in Reading and Math

3. Economically Disadvantaged in Science and Social Studies

When getting more specific with identifying student needs, the staff were able to pinpoint the following instructional needs:

1. Intentionally teach students content area vocabulary

2. Intentionally teach students test taking strategies

3. Intentionally teach students and staff how to look at data results

4. Intentionally teach staff how to re-teach content students have not mastered

When planning the instructional program to meet the needs of the sub-groups, as well as whole student population, the staff determined the following instructional program which align with the big three ideas:

Culture

1. Adding a behavioral specialist to focus support on the bottom 30% to help with attendance, behavior, academics, motivation for learning, and home/school connections.

2. Adding a process for rewarding positive student behaviors by all staff.

3. Adding Watch D.O.G.S. program to solicit male roles models to engage with students during the school day to provide positive interactions and promote the importance of education.

4. Adding staff book study using The Will to Lead, the Skill to Teach, by Dr. Anthony Muhammad in 2013-14 and 2014-2015 with two staff presentations by Dr. Muhammad.

Collaboration

1. Adding staff training with data coach to support collaboratively developing a data protocol to use when analyzing and summarizing student academic needs.

2. Adding more early release days to provide staff time to collaborate by grade level and by departments to discuss student needs and instructional strategies to meet those needs.

3. Adding staff book study using The Will to Lead, the Skill to Teach, by Dr. Anthony Muhammad in 2013-14 and 2014-2015 with two staff presentations by Dr. Muhammad.

4. Adding a study skills class where all teachers are receiving training and implementing literacy instruction with time to discuss these strategies with the literacy trainer.

Curriculum

1. Adding 12 days in the school calendar to have a curriculum facilitator hosting K-12 vertical curricular discussions to strengthen the K-12 instructional program. Through this process staff will analyze current instructional materials and resources and adopt new curriculum materials to meet instructional needs.

2. Adding the Center of Excellence in Education (CEIE) CMU coaches to train and provide staff with instructional strategies to teach the content standards with rigor and relevance.

3. Adding training for a building-wide academic vocabulary strategy to be used by all teachers to increase literacy.

4. Adding training for a building-wide test taking strategy to be used by all teachers to increase literacy.

6A.4 Staff were able to identify possible underlying causes of low student performance.

Staff were given time to have collaborative discussions on their possible root causes of low student performance. Department staff met on an early release day to examine data and identify areas of need. These areas of need will be addressed moving forward:

1. Standards were not taught due to insufficient time to complete scope and sequence

2. Standards were not taught for student mastery and instructional strategies need to be adjusted

3. Lack of on-going training for staff on instructional strategies and how to match learning needs to instruction

4. Lack of appropriate teaching materials to implement curricular standards

5. Lack of consistent cross curricular content vocabulary training

6. Lack of accountability for implementation of standards.

6A.5 Staff have included a three-year sequence for improving instruction in all content areas related to priority school designation.

1. Reading: CMU Instructional Coach. Forty minute schoolwide study skills class for the next three years; informational text; comprehension strategies; staff training on comprehension strategies; also extends core time for teaching reading.

2. Math: CMU Instructional Coach; K-12 vertical alignment of math curriculum, materials, scope and sequence, assessments, vocabulary, and pedagogy modeling and feedback.

3. Writing: Possible incorporation of MyAccess Writing program for 3 years; staff training on instruction and reporting; use for information and narrative content area writing; immediate student feedback; outlines instructional needs for students, classes, building.

4. Science: CMU Instructional Coach. Staff training on science inquiry; ISD Curriculum consultant to assist with K-12 vertical alignment of science curriculum, materials, scope and sequence, assessments, vocabulary, and pedagogy modeling and feedback.

5. Social Studies: CMU Instructional Coach. Staff training on DBQ; ISD Curriculum consultant to assist with K-12 vertical alignment of social studies curriculum, materials, scope and sequence, assessments, vocabulary, and pedagogy modeling and feedback.

6B.1 The middle school's instructional program:

Reflects the "Big Ideas" of culture, collaboration, and curriculum.

Staff have been given time during the planning year to continue a third year of developing a K-12 aligned curriculum in each core area. This teacher collaboration time has been planned around using 2-4 release time days with substitutes, early release days' time once a month, and on district PD days. Staff also use this time to progress monitor student achievement by analyzing and reflecting on student learning and instructional adjustments needed to help all students become proficient. Allowing staff time to collaborate on data analysis and curriculum development is building a more positive culture at the middle school.

6B.2 Specific teaching and learning strategies (Tier I) for school-wide implementation which include:

1. Integrated Reading Approach, a daily 40 minute study skills block where all staff are reading with all students, incorporating comprehension skills using informational text.

2. Technology Engagement, staff are incorporating the use of technology tools in instructional lessons at least once a week to engage students in the learning process in each core area.

3. Content Area Vocabulary, staff will follow a protocol for introducing and using content specific vocabulary consistently across content areas and grade level.

4. Progress Monitoring, staff are provided one day a month for two hours to work collaboratively with grade level or content area colleagues to examine student achievement using both State and local data and adjust curriculum and plan re-teaching strategies accordingly.

6B.3 Aligns with career & college ready standards:

Staff will implement a Career Day to relate career standards to education standards; College Entrance Overviews for students/families relating ACT scores needed to enter colleges; and, in 2015-2016 a Reality Store to relate careers to education standards.

6B.4 The plan is based on research, relevant data, and outcomes of data dialogue which align with the big three ideas.

All school reform strategies have been researched and our evidence-based and align under one of the big three ideas of Culture, Collaboration, and Curriculum. Specific research citations are documented in the School Improvement Plan and have been copied here as well. The data dialogue summaries were used to select the four strategies that can be used across all content areas and in all classrooms to

maximize student learning through a systematic, focused approach. These strategies and research citations include:

K-12 Vertical Curriculum Alignment (Curriculum)

1. Esquith, Rafe. (2007). Teach Like Your Hair's on Fire. Penguin Books: New York, NY.

2. Lipton, Laura, Wellman, Bruce. (2012). Got Data, Now What. Solution Tree: Bloomington, IN.

Academic Vocabulary (Curriculum)

1. Marzano, Robert J., Pickering, Debra J. (2005). Building Acadmic Vocabulary: Teacher's Manual. Association of Supervision and Curriculum Development: Alexandria, VA.

2. Daggett, Willard. (2008). Rigor and Relevance from Concept to Reality. International Center for Leadership in Education: Rexford, NY.

Literacy Skills (Curriculum)

1. Daggett, Willard. (2008). Rigor and Relevance from Concept to Reality. International Center for Leadership in Education: Rexford, NY.

2. Marzano, Robert J., Pickering, Debra J., and Pollock, Jane E. (2001). Strategies that Work. Merrill Education and Prentice Hall: Upper Saddle River, NJ.

Progress Monitoring (Collaboration and Curriculum)

1. Lipton, Laura, Wellman, Bruce. (2012). Got Data, Now What. Solution Tree: Bloomington, IN.

2. Santoyo, Paul Bambrick. (2010). Driven by Data: A Practical Guide to Improve Instruction. Jossey-Bass: San Francisco, CA.

Using Technology (Curriculum)

1. Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel,B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of
Education Sciences,U.S. Department of Education. Retrieved: http://ies.ed.gov/ncee/wwc/publications/practiceguides/

2. Boster, F.J., Meyer, G.S., Roberto, A.J., & Ine, C.C. (2002) A Report of the Effect of United Streaming Applications on Educational Performance. Boss, Suzie & Krauss, Jane (2007) Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age ISTE.

3. Professional Development for the 21st Century, (2009) Partnership for 21st century schools Retrieved: http://www.21stcenturyskills.org

4. Hattie, John. (2008) Visible Learning, University of Melbourne.

5. Daggett, Willard. (2008). Rigor and Relevance from Concept to Reality. International Center for Leadership in Education: Rexford, NY.

Improving Culture (Culture)

1. Muhammad, Anthony. (2011). The Will to Lead, The Skill to Teach. Solution Tree. Bloomington, IN.

2. Muhammad, Anthony. (2009). Transforming School Culture. Solution Tree. Bloomington, IN.

6B.5 Overview of the implementation timeline, resources, and staff responsible for implementation over three years.
Once the Reform and Redesign Plan is approved by the MDE, the Superintendent will facilitate the school staff creating an implementation chart with activities, dates, timelines, person's responsible, etc... for monitoring the plan's implementation and progress towards goals. Each activity detailed in Requirement #4 has estimated resources needed with funding sources. For the activities suggested in the plan, the activity

chart has been created. There is no place to upload it in this plan but is available upon request since this template does not accept charts.

6B.6 (Not a schoolwide Title I Building)

6B.7 Describe a plan to track adult implementation of instructional program.

The Superintendent and Building Principals will monitor the implementation of the instructional program once it is approved from MDE through:

1. Walk-throughs
2. Classroom observations
3. Peer to Peer Accountability at department, school improvement and staff meetings

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.
Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

7: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must:

7.1 Outline expectations for regular and on-going building-wide use of data; In 2013-2014, Belding Area Schools implemented four early release days for students to adjourn school early so that staff would have collaboration time to review student data and plan for adjustments in instruction. These release times were intentionally planned to be aligned with the district's quarterly interim assessments. Staff were given the time to work in grade levels or content departments within their buildings to review the local data being collected to show student growth. Each staff member group was to meet, analyze data, review content standards not mastered by a majority of students and plan instructional adjustments. During that school year, the concept of data analysis and instructional adjustments was new and the district realized that a protocol was needed for staff to follow as staff had not ever been trained in data analysis processes using interim assessments.

7.2 Therefore in the 2014-2015 school year, the Board of Education and Teachers Association added additional early release days to the district calendar. This year's calendar includes nine early release days, one a month from September through May, to give staff within buildings and with other buildings time to meet and ensure horizontal and vertical curriculum alignment and instructional strategies are cohesive. The district also added up to four release days with substitutes for K-12 content area staff to conduct "instructional rounds" based on curriculum standards and student achievement.

The middle school staff also agreed upon the expectation that all teachers will review state and local achievement results with each student during core classes at least two times per year. Staff will use the individual student MEAP reports in the 2014-2015 school year, as well as Discovery Education Reading and Math student reports to help student become aware of the importance of doing their best on all assessments and how much increase is needed to move the building out of the priority school status and into a reward school status. Staff will show students the five year trend data in mischooldata.org, and the building's annual proficiency target for each content area and grade level needed to show the state they are improving academically. High school staff will come to the middle school on an annual basis to show students the achievement results needed to gain admission to the various colleges and universities around the state. Building administrators

will start each year off beginning in 2015-2016 with a data celebration highlighting school achievement increases and challenges still facing the building. School Board Members, Community Partners, and Parents will be invited to the data celebration.

The district administration intends to continue the concept of early release collaboration time for staff, with specific protocols to use during the collaboration time to guide the discussions. This idea will be contingent upon negotiations of the school calendar on an annual basis.

The protocol will also be used to review summative state and local data in comparison to the five year trend in each subject area from the state and local district assessment data as well. Local teacher made assessments in each building, grade level, or department will also be able to follow the protocol to make day to day instructional changes to meet the needs of current classroom learners instead of waiting for the summative data at the end of the school year.

7.3 Describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction; During the early release time when staff are analyzing State and local data in regards to student achievement, the staff will use information from the school scorecard student data file to identify the bottom 30% of students in each core area who will need Tier I classroom re-teaching of content standards, as well as those that may need Tier II interventions from the math and ELA interventionists. Those needing Tier III interventions will be invited to the district's summer program for general education, special education, and/or the Migrant/English Language Learners summer program.

7. 4 Monitoring the effectiveness of instructional practices: During early release time for staff collaboration, staff will use a district developed protocol for analyzing and reporting student achievement from local assessments, as well as State assessment results if available in the spring before school ends for the summer. Staff will use the new state assessment results over the summer or in the fall as they become available for school improvement use.

Classroom teachers, with district Title I and Section 31a interventionists, will use the local and state data to identify students who are eligible for supplemental services in Multi-Tiered System of Supports (MTSS). Each building will have in place an MTSS with response to interventions for the 2015-2016 school year.

7.5 Identifies instructional program outcomes and a plan to assess for impact;
The district spent the first day of teacher professional development reviewing the school scorecards from each building. The results of the State assessments from the fall of 2013 for grades 3-9 and the spring assessments for grade 11 were reviewed. K-12 staff was given information that described the aggregate and subgroup data for each core area. The Top to Bottom list information was shared, as well as the z scores for each building. Staff had opportunities to review the five year trend data in Mischooldata website with their colleagues. This first day was the initial conversation regarding using data to design instructional lessons and revised curriculum documents.

The district contracted with a Data Coach during the 2014-2015 school year who has and will met with middle school and high school content teachers three times.

In October, the Data Coach worked with the administrators and staff on how to identify the bottom 30% students in each content area in each building. He also provided staff tools to use to identify item analysis on standards that Belding students underperformed the state average using the Mischooldata website. Staff were able to review items missed and look at sample questions from those standards which staff felt was extremely helpful in planning curricular changes.

In November, the Data Coach worked with administrators and staff on looking at the "Depth of Knowledge" of local assessments. The middle school and high school staff worked collaboratively, sharing assessment ideas for revising their local assessment.

In December, the Data Coach assisted teachers and administrators to develop a district protocol for what staff will be expected to do on the early release days for data analysis.

Department chairs will lead their teams through the protocols on the early release days, which will become part of the systemic processes. Department chairs will meet with building administrators to summarize data results, instructional adjustments, resource needs, and professional development needs.

Ultimately, the instructional outcomes are to meet the state proficiency targets for each building in each content area in an effort to reach the 85% or greater student proficiency in each core area by 2021-2022. Each building's school improvement plan and the district's improvement plan have objectives for Tier I and Tier II objectives to raise the achievement level for the aggregate as well as the identified subgroups.

Specific Outcomes found in the school improvement plan were developed by the school staff as a reflection of reviewing the state assessment data and the proficiency targets for the Belding Middle School to obtain by 2021-2022:
Math Goal : All students will be proficient in math.
1. Math Objective Tier I: There will be a 21% increase in math proficiency at the middle school level.
2. Math Objective Tier II: There will be a 23% increase in math proficiency at the middle school for the bottom 30% and special education subgroups.
Reading Goal: All students will be proficient in reading.
1. Reading Objective Tier I: There will be an 8% increase in reading proficiency at the middle school level.
2. Reading Objective Tier II: There will be a 10% increase in reading proficiency at the middle school for the bottom 30% and special education subgroups.
Writing Goal: All students will be proficient in writing.
1. Writing Objective Tier I: There will be a 17% increase in writing proficiency at the middle school level.
2. Writing Objective Tier II: There will be a 19% increase in writing at the middle school for the bottom 30% subgroup.
Science Goal: All students will be proficient in science.
1. Science Objective Tier I: There will be a 19% increase in science proficiency at the middle school level.
2. Science Objective Tier II: There will be a 21% increase in science proficiency at the middle school for the bottom 30% and economically disadvantaged subgroups.
Social Studies Goal: All students will be proficiency in social studies.
1. Social Studies Tier I: There will be a 36% increase in social studies proficiency at the middle school level.
3. Social Studies Tier II: There will be a 38% increase in social studies proficiency at the middle school for the bottom 30% and economically disadvantaged subgroups.

To reach the instructional outcomes, staff will implement the identified instructional and non-instructional strategies to raise student achievement while closing subgroup gaps. Through the end of the year evaluation process, the school improvement team will conduct evaluations of each core area's results to determine if the instructional program is having the desired impact. The program evaluations will be included in ASSIST and will be used to determine if the instructional program should be continued, be adjusted, or be discontinued.

The progress monitoring strategy described earlier allows teachers time to examine assessment data, dialogue about results, and plan for future instruction. The data protocol designed by staff with the assistance of the data coach will be used to help determine the impact of the instructional program.

The data protocol is for identifying student needs:

1. Assess State and Local Standards

2. Review student results

3. Analyze student results

4. Summarize building and district results on student or program needs

5. Make plan for adjusting instruction as needed

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies:

(a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); For the 2014-2015 and 2015-2016 school years, the middle school staff have agreed to rearrange the school day and allocate 40 minutes a day for reading comprehension in all classrooms, for all students, with all staff. This class is called "Study Skills". Staff has been receiving on-gong training on how to implement reading comprehension strategies during the study skills block. High interest narrative and informational text were purchased to provide staff with the resources needed to ensure all students had reading materials available. The purpose of this study skills time is to engage students in reading strategies on a daily basis, and train staff on reading comprehension skills that can be replicated in their core subjects, as well as have the 'spill-over" effect of content area reading vernacular across the building. Students will be reading on a daily basis with staff.

(b) a description of how much time has been allocated; Staff have embedded 40 minutes a day for approximately 150 school days which equates to 100 hours of additional reading comprehension time on task in every student's curriculum.

(c) a rationale that supports why these changes will lead to increased student achievement. Research suggests that increased time on task in any subject will increase student achievement. The middle school staff has been very intentional about adding reading comprehension to the daily routine to increase common vocabulary, learning strategies to implement cross curricular, and get students reading books of high interest which will inevitably lead to increased achievement if implemented with fidelity by all staff and participation with integrity by all students.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies:
(a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one);
Beginning in the 2015-2016 school year, middle school staff will implement an after school enrichment program for all students. Each middle school teacher will be responsible to plan enrichment activities for one of the enrichment sessions on the schedule, thus resulting in three

hours of above and beyond service to the profession. Transportation will be provided for students who need it, and the school administrator will work with the Transportation Director to plan the routes. After school snacks will be provided for staff and students who participate. The school administrator will work with the Food Service Director to plan snacks for each month.

(b) a description of how much time has been allocated; The staff will create a schedule for a one time a month after school enrichment sessions; each session will be 3 hours in length. There will be 9 sessions for three hours each for a total of 27 hours of enrichment activities.

(c) a rationale that supports why these changes will lead to increased student achievement; Staff will align their enrichment activities to Michigan standards with fun, engaging, and creative activities. Through the alignment to content standards, students will increase their knowledge level in core content learning in a more relaxed atmosphere. Increased student learning and engagement will lead to increased student achievement and staff/student relationships.

8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies:

(a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); The district recognizes that in order to increase student achievement, staff need to have more time to collaborate with each other both in their building and also vertically with other district colleagues. Therefore, the Board of Education and the teacher's union are agreeing to add one day a month to the school calendar as early release time for staff collaboration. Each early release day, as well as district provided professional development days, will allow staff time to have dialogues regarding curriculum, instruction, and assessments. Data dialogues are a focus of three of these early release days. Staff will have a protocol to use to examine local data and make instructional decisions as a team. The remainder of the early release days (six of them) will be dedicated to vertical and horizontal professional dialogues regarding initiatives, programs, and strategies.

(b) a description of how much time has been allocated; Five district provided professional development days at six hours each and nine early release days at two hours each is a total of 48 hours for staff collaboration with intentional purposes of providing job-embedded professional learning and collaboration time for staff. In addition to the 48 district provided hours, staff also have a contractual obligation of one department meeting per month to conduct professional dialogues regarding teaching and learning.

(c) a rationale that supports why these changes will lead to increased student achievement. The Priority School Technical Assistance workshop provided evidence that schools that were on the Priority School lists and made their way off it provided staff collaboration time as one of the key strategies to raising student achievement. The research conducted by the Michigan Association of School Administrators, Region 3's Reading Now Network, also provided evidence that high performing schools provide their staff time to collaborate on teaching and learning practices. Research from key instructional leaders such as Robert Marzano, Willard Daggett, and John Hattie also support the fact that collaboration results in higher learning.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.
Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.
Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

9A: In your response, describe multiple strategies to engage families in reform efforts.

Belding Middle School will participate in a professional development study of Joyce Epstein's work on the positive impact of family and community engagement and raising student achievement. One hour, at a staff meeting in the fall of 2015, the Superintendent will provide an overview of the Epstein research from her book, "School, Family, and Community Partnerships: Your Handbook for Action, Second Edition" (Corwin Press, 2009). Joyce Epstein's framework for the six keys of family engagement will support background knowledge for the middle school staff as they embark on designing and implementing new family and community engagement activities. The family engagement activities include:

1. 2014-2015 Annual Belding Middle School's Battle of the Books
America's Battle of the Books is a reading incentive program for students in 3rd thru 12th grades. Students read books and come together usually in groups to demonstrate their abilities and to test their knowledge of the books they have read. The student competitions are usually similar to the TV series Family Feud or Whiz Kids styles of competitions. However, the structure, format, and rules of the competitions may vary depending on the educational goals, student needs, local resources, and personal preferences at various school sites, school districts, county libraries, or offices of education.

At Belding Middle School, this family engagement strategy will promote students to read books in teams and come together for the Battle of the Books competition. Parents join in and observe the competition, while encouraging, reading with, and listening to students who participate, read the books. The school provides incentives certificates of participation, t-shirts, and trophies at the final competition.

This is an annual event at Belding Middle School, which lasts two to three weeks depending on the number of students that sign up to participate. School staff, parents, and community members volunteer to be the team coaches. Each team has a coach for the Battle of the Books, which promotes collaboration between the coach and students and between the students themselves. This strategy also assists in building a positive culture of teamwork between all adults and students involved.

This strategy aligns with the "Big Three Ideas" of Reform and Redesign Plan of Culture, Collaboration, and Curriculum.

2. 2014-2015 Read-A-Thon
The building administrators and secretarial staff will plan and implement a building-wide Read-A-Thon in March of 2015. In keeping with the spirit of the building-wide reading initiative, staff will encourage students to collect pledges from family, neighbors, and community members and commit to reading books at school during an evening read-a-thon.

The night of the read-a-thon staff will have students and parents come to designated locations within the school gym, cafeteria, and media center. All participants may dress comfortable and bring a beanbag or pillow, and of course their books, magazines, or other forms of literature. The read-a-thon will last for three hours. During this time students will be given periodic breaks for movement, bathroom, and snacks and refreshments.

School staff will be present to read, monitor, and serve refreshments/snacks to the participants. Funds raised by the read-a-thon will be used to help students cover the cost of their end of year grade level trips, thus reducing the costs for parents as the sole source of funding.

The intent of this activity is to promote reading, build relationships between the staff, parents, and students, and allow the middle school staff to work together collaboratively in the planning and evaluation phases of this event.

This strategy aligns with the "Big Three Ideas" of Reform and Redesign Plan of Culture, Collaboration, and Curriculum.

3. 2015-2016 Traditions Night

Tradition Night is an event that is being planned by the fine arts teachers at the middle school and will be implemented with the assistance of the building administration, school improvement co-chairs, and other school staff in December of 2015. This will be a family event for parents and students learn about traditions from different countries and cultures, through musical, verbal, food, and visual presentations.

Each grade level will perform their annual musical concert. Following their concert, families will have opportunities to travel throughout the building listening in on presentations from foreign exchange students, enjoy multiple ethnic dishes in the cafeteria, and learn about different countries using their iPads in staff led sessions. Student artwork will be displayed which will depict cultural images from various countries that will be highlighted at the event.

The planning team will ask the high school foreign exchange students to share presentations on traditions in their home country. Staff will assist the exchange students by helping to create various hands on activities that will coincide with their presentation of their country to involve parents with their children.

The planning team will solicit teacher teams to work with the food service staff to create a variety of different ethnic foods to serve after each music concert. The foods will align with the presentations from the foreign exchange students.

The music teacher will select performance music that aligns with the countries being studied, and the art teacher will work with students to create images that represent these countries.

Lastly, the planning team will solicit teacher teams to make do mini-presentations with the iPads to show parents ways to use the iPads for helping students at home to gather information for classwork.

Staff will work collaboratively to plan this event. The event will align to social studies, music, art, and reading curriculum standards. This event will create a positive school culture of staff working together with students to make this event a success.

This strategy aligns with the "Big Three Ideas" of Reform and Redesign Plan of Culture, Collaboration, and Curriculum.

9B: In your response, describe multiple strategies to engage community partners in reform efforts.

1. 2014-2015 Community Showcase

The Community Showcase is a city-wide community event. The school district opens the high school building to all community members, families and students. Local businesses, community agencies, and the Intermediate School District put up booths and displays of information regarding their organizations. Many groups give away free food and various items. The local food service management company provides a free meal to each visitor. During the showcase, the students in the elementary, middle school and high schools perform in the state of the art high school auditorium. Parents and community members enjoy a free evening of musical entertainment from our performing arts classes.

As well as musical performances, each building will bring a wide variety of student artwork to display in the new gymnasium on walls in the upper deck around the walking track. Families and community members can walk around and view the many artistic talents of the students.

The Community Showcase is held in April of each year. It is sponsored by Belding Area Schools with members from each school and the community on the planning committee. Over 3,000 people attend the showcase annually. Middle school administration and staff members will be present to meet and greet students and families at the showcase to build positive relations to enhance the school culture.

This strategy aligns with the "Big Three Ideas" of Reform and Redesign Plan of Culture, Collaboration, and Curriculum.

2. 2014-2015 Career Day

The middle school administrators and enrichment staff are planning a career day for middle school students this spring on March 26, 2015. The event will involve 18 community speakers to come and present to students. Each grade level will have six presenters to share information about their career for 20 minutes. Presenters will be local Belding graduates to tie relevance to the presentations. Presenters will talk about employability skills, education needed, what they like about their career, potential earnings, and other information pertinent to being employable after high school.

The planning committee will create a schedule for each middle school staff and student. Staff members will be assigned to facilitate presentations and students will be given a schedule to follow for the event. In classes after the week of the event, staff will guide the students on how to write professional thank you notes, and each student will select one presenter to send a thank you to after the event during the study skills class.

The planning committee will also be the team reaching out to local businesses and organizations to solicit presenters for the event. The team is hoping to get recent Belding graduates that the students can relate too and those that have recently moved from education to the workforce for relevance.

This strategy aligns with two of the "Big Three Ideas" of Reform and Redesign Plan of Collaboration and Curriculum.

3. 2014-2015 Watch D.O.G.S.

The middle school administrators and school staff have researched and will implement the WATCH D.O.G.S. program in the middle school beginning in January of 2015. Staff participated in the training sessions in the fall of 2014 and in the planning stages with securing the volunteers for the program.

WATCH D.O.G.S. (Dads of Great Students) is an innovative father involvement, educational initiative of the National Center for Fathering. There are two primary goals of the WATCH D.O.G.S. program.
1. To provide positive male role models for the students, demonstrating by their presence that education is important.
2. To provide extra sets of eyes and ears to enhance school security and reduce bullying.

WATCH D.O.G.S. began in 1998 in a single school in Springdale, Arkansas and has since grown into a nationally recognized program that has brought hundreds of thousands of fathers and father figures into the school classrooms and hallways across the country, creating millions of hours of "in school" volunteer time and having a tremendously positive impact on the educational process. Today more than 4,049 schools in 46 states plus DC participate in WATCH D.O.G.S. Currently, there are WATCH D.O.G.S. programs in China, Canada, Mexico, Puerto Rico, and Barbados.

Who Are WatchDOGS? - WatchDOGS are fathers, grandfathers, uncles, and other father-figures who volunteer for at least one day each year at an official WATCH D.O.G.S. school. During the day, WatchDOGS may read and work on flash cards with students, play at recess, eat lunch with students, watch the school entrances and hallways, assist with traffic flow and any other assigned activities where they actively engage with not only their own students, but other students as well. Many school principals have reported that the mere presence of a WatchDOG dramatically reduces reports of bullying. On the day of their participation, WatchDOGS are given a brief review of their involvement and they wear an official WATCH D.O.G.S. t-shirt with a disposable 'Dog Tag' identifying them as WATCHDOGS.

How WATCH D.O.G.S. Works - WATCH D.O.G.S., a K-12 program, invites fathers, grandfathers, uncles, or other father figures to volunteer

at least one full day at their child's/student's school during the school year. Individuals sign up at a 'Launch Event' such as a "Dads and Kids Pizza Night (January 2015)" or "Donuts with Dad" or in the office at any time throughout the school year. The program is overseen by a "Top Dog (TBD)" volunteer who partners with the school administrator to coordinate scheduling and identify opportunities for WatchDOGS to provide assistance at the school. WatchDOGS volunteers perform a variety of tasks during their volunteer day including monitoring the school entrance, assisting with unloading and loading of buses and cars, monitoring the lunch room, or helping in the classroom with a teacher's guidance by working with small groups of students on homework, flashcards, or spelling.

Program Effectiveness - During 2003, WATCH D.O.G.S. conducted a survey of 50 participating schools nationwide. Key findings:
1. 89% agree that WATCH D.O.G.S. is a valuable component of the school's efforts to promote a safe and positive learning environment for students.
2. 79% agree that since implementing the WATCH D.O.G.S. program, the school has experienced an increase in father involvement in areas other than WATCH D.O.G.S. (parent-teacher conferences, volunteerism in the classroom or after school, PTA involvement).
Program Benefits
1. Students gain positive male role models.
2. Schools gain an extra set of eyes and ears. The presence of a father or father figure will provide an additional deterrent to bullying, enhance a sense of security in the building, and will help to create an environment conducive to learning.
3. Fathers get a glimpse of their students' everyday world and learn about the increasingly complex challenges and decisions today's youth are facing. As a result, they can learn to relate better to their student and hopefully connect with them.
4. Fathers gain a greater awareness of the positive impact they can have on their student's life in three critical areas including: academic performance, self-esteem, social behavior.
5. Due to budget shortfalls and cutbacks, often teachers are presented with larger classrooms each year. Fathers and father figures (aka WatchDOGS) provide real and important help for the teachers and the students.

This strategy aligns with the "Big Three Ideas" of Reform and Redesign Plan of Culture, Collaboration and Curriculum.

4. 2015-2016 Reality Store
The middle school administration, school counselor, and school social worker will work collaboratively to plan a Reality Store event for 8th grade students in October of 2015.

The Reality Store is a financial simulation where 8th grade students choose careers and make decisions about their budgets and lifestyles. The activity is a fun and effective way for students to learn about personal accounting, financial responsibility and life choices, while interacting with business people.
The project involves local business volunteers. Students receive "paychecks" and random information regarding individual marital status and parenthood. They also receive checkbooks and instructions on making purchases.

Stations include taxes, financial institution, real estate, apartment rentals, apparel, car dealer, credit cards, day care, gasoline, charities, memberships, entertainment, "fate," gasoline, government, grocery store, insurance, investments, household products, phone company, cable TV and utilities. Students visit the stations, write checks and balance their checkbooks. Upon completion, they assess their career decisions and financial status based on their income.

The planning team will solicit the area business people to participate in the Reality Store. In classes after the week of the event, staff will guide the students on how to write professional thank you notes, and each student will select one presenter to send a thank you to after the event during the study skills class.

This strategy aligns with two of the "Big Three Ideas" of Reform and Redesign Plan of Collaboration and Curriculum.

Each of the parent and community activities will be evaluated by school staff, parents, and students and results from the evaluations will be used to plan the continuation, adjustments or elimination of events for the future.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas:
10A.1 (according to the scoring rubric). This building is not a Title I building.

10B. 2 (according to the scoring rubric).
1. Staffing: Operational flexibility is given to the building staff to determine the staffing needs in collaboration with the building principal through the continuous school improvement process. General funds are expended based on increasing student enrollment. Section 31a funds have been allocated to provide supplemental support for instructional and non-instructional student needs. The staffing provided to the middle school includes: the equivalent of one full FTE interventionist for ELA and Math, one instructional paraprofessional, two summer school staff, and one behavioral specialist. These are new positions within the last three years based on student needs, with the desired outcomes of increasing student achievement as well as graduation rates. The building principal has the operational flexibility to place staff according to student needs and teacher skill set. This is not a new practice at Belding.

2. Use of time: The middle school staff has elected to implement a 40 minute study skills block where all staff have been trained on and are implementing reading comprehension skills with all students in the building. In lieu of adding minutes to the day or days to the year, the staff chose to rearrange their daily schedule and utilize all staff to promote daily reading and model comprehension strategies using narrative and informational text of interest to the students.

3. Professional learning: During the 2014-2015 school year, the staff was given an opportunity to have several dialogues regarding professional learning that would be needed to implement the Reform and Redesign strategies. These professional learning opportunities align with the following strategies and are fully explained in Requirement #4 of the Reform and Redesign Plan:
a. K-12 Curriculum Alignment Core Content Areas
b. Comprehension Strategies for Fiction and Non-Fiction Text
c. Test-Taking Skills using the PIRATE strategy
d. Vocabulary Strategies for Developing a Common Vernacular
e. Focused Instructional Coaches; Institute for Excellence in Education
f. Building a Positive Culture
Each professional development opportunity will be sustained in the 2015-2016 school year through the professional learning (collaborative dialogues) with colleagues on early release days, district provided professional development days, staff meetings, and department meetings. The school staff will determine necessary professional development training. The funds needed to support professional development on an

annual basis will be reflected in the activities sections of each school strategy.

4. Budget: School staff was provided additional budget dollars from general fund and grant funds to begin implementation of the Reform and Redesign Plan during the 2014-2015 school year.
a. 2014-2015: General Fund Dollars: Substitutes for Professional Learning at Curriculum Sessions; Study Skills and Test-Taking Skills
b. 2014-2015: Section 31a Funds: Interventionists, paraprofessional, summer school, MyAccess Writing Program, and Behavioral Specialist.

c. 2014-2015: Title II, Part A Funds: Culture Consultant, Data Coach, Focused Instructional Coaches, Vocabulary

Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).
The Belding Middle School is not a Title I building, however, it utilizes funds from Section 31a. The district allocated (dollars) to the middle school to build a Multi-Tiered System of Support (MTSS) with Responses to Interventions (RtI) to address the needs of under-performing students who meet the Section 31a eligibility criteria. The school improvement team, with input from staff and parents, determined how to utilize the funds at their building.
1. ELA and Math Interventionists: The school staff implemented ELA and Math intervention positions as part of their MTSS in the 2012-2013 school year. This is currently still part of the school's RtI model.
2. Summer School: Summer school was offered to eligible students in the middle school starting in the summer of 2013 and is currently still part of the MTSS - RtI model.
3. Instructional Paraprofessional: Section 31a is used to provide paraprofessional instructional support under the direction of a classroom teacher to students identified as at-risk. This has been implemented since the 2012-2013 school year and is currently still a part of the MTSS - RtI model.
4. Behavioral Specialist: Lastly, the middle school staff has identified the need for a behavioral specialists to provide non-instructional support to the bottom 10-20 students who are at-risk of failing the core academic standards (those who scored 3 or 4 on State assessments in two or more areas), have poor attendance (more than 10% of enrolled days), have discipline behaviors (have been suspended or expelled), and show a need for support in organization, homework completion, and study skills as observed and recommended by classroom teachers. This part of the MTT - RtI model will be implemented during second semester of the 2014-2015 school year and will continue through the 2015-2016 school year, the job description for this position is included in the support documents of the Reform and Redesign Plan. At the conclusion of the 2015-2016 school year, the position will be evaluated for effectiveness in raising achievement, increased attendance, lower discipline referrals, and better participation in school and learning for these 10-20 students who will be served.

The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site).
1. The Superintendent, School Board President, Building Principal, and Union Representative all signed the Signature Page as required by Priority Schools. Each representative understands the school has the autonomy to implement the plan as written and approved by the Michigan Department of Education.

Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.
1. The Executed Addendum has been signed by the Superintendent and Union President as required and is uploaded in the Operational Flexibility Assurance response.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.
Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.
Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11A: In your response, describe how the district plans to access and provide supports for the school.

Belding Middle School has secured a multitude of supports to plan and implement the Reform and Redesign Plan. These supports will continue to be provided:

1. Central Office support from the Superintendent on building leadership capacity for the school principal on a monthly basis will be continued throughout the four years of the Reform and Redesign Plan implementation.

2. The ISD will continue to provide curriculum development to the district, ensuring K-12 alignment is in place. The ISD also has committed to providing additional professional learning for staff and the school leader as opportunities arise in the four year cycle.

3. The State of Michigan has offered a State Monitor to provide technical assistance on an as need basis since the building is not a Title I School.

4. The district (Central Office, Administration, and Board of Education) will continue to ensure funds are allocated to the middle school to implement initiatives, programs and/or strategies which are data driven and derived from data dialogues through staff collaborative efforts.

5. Other local districts have also graciously offered supports to the middle school staff at no costs, which include:

a. Observations of Turn-Around Specialists at Kenowa Hills Public Schools.

b. Panel Discussions of high performing "like schools" from Merrill, Lakewood, and Decatur

c. Persistently Lowest Achieving Schools (PLA) Principal sharing journey with the high school staff; Lakeview Community Schools; Grant Public Schools

d. Sharing presentations of current programs/strategies: Lakeview Community Schools

11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The Central Office Contact responsible for monitoring and supporting the Belding Middle School is Sara Shriver, Superintendent.